

Texas Education Agency
Standard Application System (SAS)

2018-2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 27 PM 1:58 </div>
Grant Period:	August 1, 2018 – July 31, 2019			
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #	Amendment #	
Aldine Independent School District		101902		
Vendor ID #	ESC Region #	DUNS #		
74-6001110	4	073898017		
Mailing address		City	State	ZIP Code
2520 W. W. Thorne Blvd.		Houston	TX	77073-3406
Primary Contact				
First name	M.I.	Last name	Title	
Linda		Rodriguez	Asst. Superintendent	
Telephone #	Email address		FAX #	
281-985-7308	rrodriguez@aldineisd.org		281-985-7327	
Secondary Contact				
First name	M.I.	Last name	Title	
Patricia		Leon-Wade	Asst. Superintendent	
Telephone #	Email address		FAX #	
281-985-6431	pleon-wade@aldineisd.org		281-985-7327	
Part 2: Certification and Incorporation				

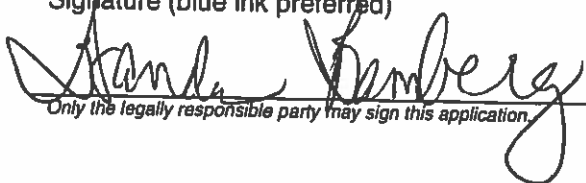
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Wanda	S	Bamberg	Superintendent
Telephone #	Email address		FAX #
281-449-1011	wsbamberg@aldineisd.org		281-449-0551

Signature (blue ink preferred)

Date signed

 4/24/18

Only the legally responsible party may sign this application.

701-18-111-024

Schedule #1—General Information

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment

No program-related attachments are required for this grant

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☐ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving at-risk students assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.
10.	The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center. Refer to Program-Specific Assurances #3 on page 20 of the Program Guidelines for detailed operating schedule.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)	
County-district number or vendor ID: 101902	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements listed on page 23 of the Program Guidelines, #15.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 101902

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 101902			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Aldine Independent School District (AISD) is proposing five 21st Century Community Learning Centers (Cycle 10) programs at two PreK-K campuses (deSantiago, and Jones) and 3 elementary schools (Gray, Black, and Odom). All participating campuses are Title 1 schools and are eligible for funding for school-wide programs. The Texas ACE needs assessments was used to identify student and parent needs for each site. A review of Aldine ISD data by Aldine ISD administrators was used to determine campuses with the highest academic need. Each Cycle 10 CCLC site designed the out-of-school activities based on learning gaps and parent career/language needs. TEA assurance 7 - out of school activities were designed by each school based on their students' learning deficiencies, parental barriers, and student attendance.

Community Demographics: According to Census Bureau, The population of Aldine is 84.9% Hispanic, 9.1% White, and 4.89% Black. 81% are non-English Speakers and 67% are U.S. citizens. The median household income is \$ 33, 000 and continues to decline. 39% of the families live below the poverty line which is higher than the national average of 14%. Educational attainment is a struggle and 45% have less than a High School diploma.

Need & Demographics: Without cycle 10 funding, with limited family resources, targeted students will limited opportunities to fill in the their gaps, and to participate in enrichment experiences and to learn and enhance their social and emotional well being. Based on Census Bureau, few families in the Aldine area can provide the support or experiences that will be found in Cycle 10 ACE programs. Student demographics for the 6 schools 73% Hispanic, 23% AA, 2% W. 73% of the students are at risk of academic failure, 86% Economically disadvantaged and 34% of English language learners. Cycle 10 ACE will help students surpass their socio-economic limitations through safe place to be after school; academic support; enrichment experiences, and improved school attendance.

The targeted students attending the Cycle 10 ACE program have significant academic gaps that will be addressed by the ACE. The participating schools are performing below the state average and in some cases below other schools in the district. Based on the needs assessment of each individual school, parent surveys, district assessments, and the STAAR assessment, the identified schools have a high percentage of students with learning gaps. All schools are struggling with more than 50% students who are reading below grade level. Black is currently an IR campus. They are struggling with Reading, Writing and Math. Gray and Carroll Elementary are struggling with writing. Both school's English Language Learners are struggling with reading. The schools also expressed a concern with lack of social skills their students need to build positive relationships with their peers and to resolve conflicts effectively. When campus discipline was reviewed by the campuses, classroom disruptions and insubordination emerged. In addition, African American students percentage of students being suspended was higher than other subgroups. Through the use of Conscious Discipline for PK/K and the 7 Mindsets Social Emotional Learning strategies for elementary, as well as an emphasis on social-emotional development activities that support learning outcomes, the Cycle 10 program will help students acquire the skills to assist students in managing the daily stresses they face in their daily lives. Based on the parent Survey for each school, parents indicated an interest in how to help their students with reading, math, and writing homework, through ESL and adult literacy programs. Through Cycle 10 ACE, parents will be provided workshops after school and during the school day. With the support of our community partners, parents will be supported to overcome their literacy barriers through literacy and parenting activities.

Program Description: AISD is proposing five Title I school sites under section 114 and serve students of which 86% are economically disadvantaged and are eligible for free/reduced lunch program. Overall, the site will serve approximately 210 students and 210 immediate family members. Student and family needs were identified by using survey results, Campus Improvement Plan, and the District-wide Strategic Plan.

Each Cycle 10 ACE center will have a full-time Site Coordinator and staffing needed to provide activities with an adult to student ratio of 1 to 15. A full time Program Director will guide five sites in program implementation, operational guide fidelity and meeting the ACE program objectives and intent. A full time Family Engagement Specialist will guide the provision of academically-focused family activities and identify and encourage the use of community resources. Quality vendors, school day teachers, and program partners will utilize the *Texas ACE Blueprint's* Activity Planning Worksheet and lesson plan template to drive activities such as academic enrichment, sports, STEM clubs, writing activities, and fine arts after school and to meet the ACE goals of improving academic performance, school day attendance, positive behavior, and grade promotion rates.

AISD Cycle 10 ACE will be evaluated by an external evaluator who will use surveys, focus groups, and data analysis of academic performance to measure program outcomes. The data will be used by Program Director, Site Coordinator,

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 101902			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$620,039	\$0	\$620,039
Schedule #8	Professional and Contracted Services (6200)	6200	\$175,462	\$0	\$175,462
Schedule #9	Supplies and Materials (6300)	6300	\$52,902	\$0	\$52,902
Schedule #10	Other Operating Costs (6400)	6400	\$24,000	\$0	\$24,000
Schedule #11	Capital Outlay (6600)	6600	\$3,745	\$0	\$3,745
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$	\$0	\$876,148
4.98% indirect costs (see note):			N/A	\$	\$43,632
Grand total of budgeted costs (add all entries in each column):			\$876,148	\$0	\$919,780
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$919,780
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$45,989

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 101902			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$0
2	Educational aide			\$0
3	Tutor			\$0
Program Management and Administration				
4	Project director (required)- 240 days	1	0	\$70,000
5	Site coordinator (required)- 225 days	5	0	\$290,000
6	Family engagement specialist (required)-205 days	1	0	\$35,000
7	Secretary/administrative assistant-225 days	1	0	\$26,000
8	Data entry clerk			\$0
9	Grant accountant/bookkeeper			\$0
10	Evaluator/evaluation specialist			\$0
Auxiliary				
11	Counselor			\$0
12	Social worker			\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$0
14	ESC coordinator/manager/supervisor			\$0
15	ESC support staff			\$0
16	ESC other			\$0
17	ESC other			\$0
18	ESC other			\$0
Other Employee Positions				
19	Title			\$0
20	Title			\$0
21	Title			\$0
22	Subtotal employee costs:			\$421,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$0
24	6119	Professional staff extra-duty pay for teachers providing academic instruction during the 21 st CCLC program afterschool and during the summer		\$78,750
25	6121	Support staff extra-duty pay for paraprofessionals assist in supporting 21 st CCLC programs in five site locations		\$23,100
26	6140	Employee benefits (for all payroll: PD, FES, SCs, Admin. Asst, Teacher, Paras)		\$97,189
27	Subtotal substitute, extra-duty, benefits costs			\$199,039
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$620,039

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101902		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluation for five (5) Sites @\$3,000 each	\$15,000
2	Family Support Services- will provide parent ESL classes in preparation for GED	\$75,462
3	Academic enrichment services will provide hands-on activities reinforcing math & reading	\$40,000
4	Enrichment/Physical Education services will provide fine arts, social skills, nutrition and physical education	\$40,000
5	Center Specific Family Engagement Service providers- Family engagement will provide parenting, family activities and events.	\$5,000
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$175,462
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$175,462

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 101902		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: supplies for PD/FES (\$6,000), SC (\$10,255), student/parent materials (\$36,647)	\$52,902
Grand total:		\$52,902

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$10,000
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
	Remaining 6400—Other operating costs that do not require specific approval: Travel for Program Director, Family Engagement Specialist and Site Coordinators to in State Conference	\$14,000
Grand total:		\$24,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 101902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2	Five (5) Ipad devices for Site Coordinators	5	\$749.00	\$3,745
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$0
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$0
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$3,745

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The Project Director will hold a bachelor's degree, or higher, in education and minimum of five years experience with fiscal management, data reporting and implementing or managing an educational program.
2.	Site Coordinator(s)	The Site Coordinators (SC) will have a bachelor's degree or higher and/or five years experience working with at-risk children and families, managing staff and budgets. Experience with after-school programs and Spanish fluency is preferred.
3.	Family Engagement Specialist	The Family Engagement Specialist (FES) will have a bachelor's degree, or higher, experience coordinating community resources for families with diverse cultures and backgrounds. Flexibility to work evening events. Spanish fluency is preferred.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Annually, 70% will exhibit growth on EOY Reading assessment.	1. Identify targeted students in Reading	08/01/2018	08/30/2018
		2. Administer Pre-Test	08/01/2018	09/10/2018
		3. Align activities to needs of targeted students	09/01/2018	10/10/2018
		4. Implement activities before/after school	08/01/2018	07/31/2019
		5. Post-test targeted students	04/08/2019	06/10/2019
2.	Annually, 70% will exhibit growth on EOY Math assessment.	1. Identify targeted students in Math	08/01/2018	08/30/2018
		2. Administer Pre-Test	08/01/2018	09/10/2018
		3. Align activities to needs of targeted students	08/01/2018	10/10/2018
		4. Implement activities before/after school	08/01/2018	07/31/2019
		5. Post-test targeted students	04/08/2019	06/10/2019
3.	80% of parents will participate in at least one family engagement activity- Fall/Spring	1. Align activities based on needs survey	08/01/2018	09/10/2018
		2. SC plan activities	08/01/2018	07/31/2019
		3. Develop parental activities schedule	08/01/2018	10/10/2018
		4. Market events in English and Spanish	08/01/2018	07/31/2019
		5. Review post event data and make adjustments	08/01/2018	07/31/2019
4.	70% of the students will exhibit growth in attendance.	1. Establish baseline data	08/01/2018	10/10/2018
		2. SC will monitor attendance on a weekly basis	08/01/2018	07/31/2019
		3. Conference with parents about importance	08/01/2018	07/31/2019
		4. Conference with student	08/01/2018	07/31/2019
		5. EOY attendance report	08/01/2018	07/31/2019
5.	100% of the students will participate in social emotional skills activities	1. PD on discipline and emotional learning strategies	08/01/2018	07/31/2019
		2. SC will assist in designing lessons	08/01/2018	07/31/2019
		3. Implement social emotional lessons	08/01/2018	07/31/2019
		4. Utilize pre-data discipline from SMS	08/01/2018	10/10/2018
		5. Analyze pre/post discipline data SMS	05/15/2018	07/31/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Each campus conducted a **needs assessment** to identify how an afterschool program could address gaps, what resources were available to the families and adult literacy needs of the parents.

Campuses will align the results of the needs assessment to their campus improvement plan for the 2018-2019 school year.

The parent survey revealed that there is a need to provide opportunities for student enrichment and academic support in a safe and supervised environment within the community. Parents have a need for ESL classes, GED certification classes and support in job skills. These classes will be scheduled to meet the needs of the working families.

The Project Director and Family Engagement Specialist will work with the Site Coordinators to develop new partnerships and collaborate with current partners to expand and strengthen community support for afterschool programs and needs that might arise. Site Coordinators will survey and assess how their afterschool program can better meet the needs of their community, parents and students.

Available resources: Aldine ISD has resources available that could coordinate with Cycle 10 ACE funding to provide/supplement full support to students and families. District resources that support campus programs include:

- **Professional development for staff.** Aldine ISD provides an abundance of staff development opportunities for all district employees in all content areas. In collaboration with the University of Houston, Aldine was awarded a grant to train teachers on how to prevent disruptive behavior before it begins and diminishes productive time in the classroom. Consistency Management & Cooperative Discipline (CMCD) is designed to improve student behavior, instructional management, and classroom climate, with the ultimate goal of improving student achievement.
- **Community Circles:** The circle process is a communication tool that can be used in a variety of ways to teach pro-social skills and build relationships – this is commonly called 'circle time' or a relational circle, designed to help students to get to know one another and connect to each other.
- **Families Can Program:** Provided by the University of Houston for families with Autistic children.
- **Parent and Family Engagement Expo:** The purpose of this event is for Aldine ISD families to discover and gather resources from parent workshops and community exhibitors that will assist them with supporting their child's learning at home.
- **Collaborative Meetings:** The ACE Project Director will meet monthly with all of the district administrators at the monthly Administrative Council meetings. AISD has a strong Curriculum and Instruction department that provides monthly meetings for district administrators on changes and helps the afterprogram understand the district direction and needs that can be supported in the afterschool program. In addition, the Multilingual Department and the Special Education department provide regular updates at monthly meetings.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☐ This applicant is part of a planned partnership.☐ This applicant is unable to partner.**Students:**

Future Teachers of America (FTA) students from the High Schools will read to students during the school day to improve student literacy. Schools will partner with their **Aldine Public Library** for parent events such as story time and school resource fairs. The Site Coordinator will be instrumental in seeking resources and sharing them with the parent via flyers or emails. **Children's Museum of Houston** will host Free family night to enjoy all of the activities. They will also offer Free bilingual story nights. Story time is funded by the Houston Pi Beta Phi Foundation and each family receives a free book, along with participating in sing-alongs and craft activities. **Texas A&M University** will provide online professional development opportunities for staff. In addition, TAMU will provide materials for **Let's Talk Science** and training for staff. The Aldine Child Nutrition Program will provide snacks and a meal for the afterschool program.

Parents:

Houston Food Bank (HFB) will provide Backpack lunches to all eligible students. HFB will provide volunteer opportunities for schools to complete community service project where students work alongside their parents to collect food for the hungry and homeless of Houston. They will offer free educational programs to Cycle 10 ACE families on nutrition, cooking, food budgeting, food safety and healthy nutrition habits that reduce the risk of disease, such as diabetes. **Aldine Police Department/Safe and Secure Schools** will provide parent classes that include bullying and personal safety. **Texas AgriLife Extension Expanded Nutrition Classes:** The Expanded Food and Nutrition Education Program (EFNEP) helps young families and youth with limited resources—those most at risk to suffer from hunger, food insecurity and the inability to connect with available support systems. EFNEP offers practical lessons in basic nutrition, food preparation, food budget management and food safety in settings convenient for the participants. EFNEP also includes fun physical activities for adult participants that can be done at home. **Good Reason Houston** brings together parents, educators, business leaders, government officials, and nonprofit organizations from across Houston to ensure their cradle-to-career system prepares every young person for a bright future. They assist with providing a marketing plan to recruit prekindergarten to public schools. They also conduct focus groups to gather parent feedback. **Baker-Ripley** neighborhood center will provide ESL, adult resources, and GED classes for the parents at each site.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Cycle 10 ACE program is designed to have outcomes that impact 1) student performance, 2) attendance, and 3) discipline referrals through activities addressing each of the identified needs for the 6 campuses. The effectiveness of the program at each of the schools, the Project Director will work with the external evaluator to collect the appropriate data from each campus and analyze the impact of the program on students and families.

Measurable Activities: The activities for Cycle 10 ACE programs are not only based on need but are also selected to provide high-quality enrichment opportunities to students who cannot afford the fees of activities such as sports, music, dance classes or the entry cost for the Children's Museum. The afterschool program activities in response to the performance measures required by TEA Guidelines. The performance measures evaluated for the Cycle 10 ACE program are:

- **grades** in core content areas;
- **attendance** during the regular school day;
- **behavior** reports and referrals during the school day;
- **pre and post assessments** for tutorials;
- ACE participant enrollment and attendance, activities, schedules, etc; and
- staffing information, partnerships, and other funding sources.

Key objectives the external evaluator will also consider as program effectiveness is determined are:

- 70% of students will meet approaching standard on the STAAR writing assessment
- 70% of students will meet approaching standard on the STAAR reading assessment
- 70% of students will meet approaching standard on the STAAR math assessment
- 70% of the will meet reading and math performance on the CIRCLE assessment
- 80% of the parents will participate in one family engagement activity per semester
- 100% of the students will participate in social skills classes

The timeline for achieving the objectives with the associated milestones is discussed in Schedule # 14.

Plan to collect local data: The local data used to determine the need for out of school time programs and activities will include: campus- level data; and student-level deficiencies. The Site Coordinator will pull the data for the targeted students. She will meet with campus leadership team and the external evaluator to share the data. If data indicates a deficiency, the ACE team will make adjustments as necessary to meet the needs of the students. When the objectives have been met, the Site Coordinator will share successes with parents, community members, campus staff, and district administrators.

Schedule #16—Responses to Statutory Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 101902

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Current research regarding how students learn has changed. Research Afterschool programs can have an impact on academic achievement. Improved test scores are reported in evaluations of The After-School Corporation (TASC) programs in New York City (Reisner, White, Birmingham, & Welsh, 2001; White, Reisner, Welsh, & Russell, 2001) and in Foundations, Inc. elementary school programs (Klein & Bolus, 2002). Programs with a strong intentional focus on improving social and personal skills were found to improve students' self-esteem and self-confidence (Durlak & Weissberg, 2007). The afterschool setting presents an opportunity to address the growing problem of obesity among children and youth. Research has shown that afterschool programs can contribute to healthy lifestyles and increased knowledge about exercise and nutrition.(Story, et al., 2003).

According to Gerstenblith, Soule, Gottfredson, Lu, Kellstrom, Womer, et al., 2005, they found that programs with structured and focused, well-organized activities foster engagement and facilitate high quality learning opportunities. Cycle 10 ACE activities are learner-centered and address the needs of all learning styles including visual auditory and kinesthetic. Higher order questioning, problem solving, and collaborative work are integrated throughout the program. The activities will have the following characteristics:

- Sequenced – Used sequenced set of activities designed to achieve skill development objectives.
- Active – Used active forms of learning to help students develop skills
- Focused – Devoted program components to developing personal or social skills
- Explicit – Targeted explicit personal or social skills

Additionally, Site coordinators attend monthly staff meetings where they are able to share program idea, discuss programming issues, and best practices in the field of afterschool. During these meetings, Site coordinators will be trained to ensure each program has components which promote positive youth development of the students. Trainings cover topics such as service learning, bullying prevention, conflict resolution, and Conscious Discipline strategies and 7 Mindsets Social Emotional Learning strategies for elementary are designed to create an environment of cooperation, constructive problem solving and academic success.

Each of five campuses conducted a needs assessment using a variety of surveys. The principals and their leadership team analyzed the surveys and determined the top three needs for their campus. Utilizing the top three needs, the campuses developed a schedule of activities to improve campus and student achievement. Additionally, principals collaborated with other principals who have operated a successful afterschool program. The activities selected were in response to the needs of the parents and the student which are aligned with Cycle 10 ACE schedules.

Upon notification of the grant award, the Project Director will meet with each school and discuss their preliminary schedule and proposed activities, created for the application process, and refine the schedule as necessary. The principal and the Site Coordinator will use the AISD "Intentional Activity Packet", which is based on the Texas ACE Blueprint, to create programming for their school based on the proposed schedule. The Activity Description drives the class objective. The Project Director requires that each description answer the following the Aldine Teaching For Learning Process: 1) Content - What do we expect students to learn and be able to do? 2) Strategy - What opportunities will we provide to ensure students will learn? 3) Evidence - How will we know student have learned? 4) Response - How will we respond when students have/have not learned? This guidance will allow the Site Coordinator and the instructor how the classes' objectives will be met while offering a high quality program that is responsive to student and family needs. Small group instruction will instructors to have laser-focused interventions and assistance to struggling students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

All student activities are categorized under one of the four ACE Components: Academic Assistance, Enrichment, Family and Parental Support Service, and College and Workforce. To ensure that the classes supplement instruction, campus ACE teams will align activities to school-day instruction and the specific academic needs indicated on Schedule # 14. The student activities will be guided by the Texas ACE Blueprint's Activity Planning Worksheets and lesson plans identifying the TEKS Student Expectations (SE) to be met. All lessons will be aligned to **5 E lesson cycle**. All Cycle 10 ACE programs will participate in a minimum of two district activities. One such event is Kids STEM Day, where the students will have an opportunity to think critically in developing a robot, etc.

All of the Cycle 10 ACE schools have an academic need in the areas of reading, writing, math, and language support for ELL students and will offer academic assistance activities that supplement regular day instruction such as homework assistance, writing workshops, book clubs, and STEM activities. Proposed enrichment activities include Let's Talk Science where students will utilize science as a vehicle to learn about reading, writing, math, and action-based learning will incorporate kinesthetic movement with academic instruction; dance to allow students to move and exercise; art to allow the expression of the student's inner creative thinking; character building classes to build social-emotional skills; various sports; chess to teacher critical thinking skills; and Makerspace activities, which allow students to build prototypes, explore questions, fail and retry, share ideas, and build something together.

With the intentional planning of every activity offered in the Cycle 10 ACE program, including the alignment with the needs of the campus and small group instruction, student and campus achievement will improve.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Community outreach is critical to the success of the program. Marketing the AISD Cycle 10 ACE centers will target staff, parents, students, and community. The Project Director will work with the District's Communication Department to develop promotional materials that describe the program, the various locations, activity descriptions, and benefits to students and their families. A variety of communication techniques will be utilized to communicate with community, parents, and students such as district webpage, FaceBook, Twitter, flyers to parents, school marquee announcements, campus newsletters, email, targeted phone calls, and advertising in community newspaper. Through the districts "Inside Aldine" newsletter, the Project Director will share successes for each site. The electronic newsletter, available in English and Spanish, is shared on the district website. To meet the needs of Aldine's diverse population, communications to parents will be available in English and Spanish. Cycle 10 ACE report of progress in the areas of achievement, program implementation, recruitment, enrollment and attendance will be shared at faculty meetings, parent meetings, and district level meetings.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The students participating in the Aldine 21st Century CCLC program will stay for an extended day and will not require transportation. Their school will be the host site for the program. Parents with children in the program will pick up their children from the Cycle 10 ACE program at the end of the day. Parents were surveyed and all had access to transportation or carpool to pick their child at the end of the day.

Sign-Out: Parents enrolling their child in the the Cycle 10 ACE program will identify the persons authorized to pick up their child from the ACE program. Student may be released only to those individuals designated on the Student Registration form. The identification of the individuals will be shown upon request.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to the US Department of Education, parental involvement in students' education plays a key role in their academic success. Studies indicate that students whose parents actively participate in their education perform better than students whose parents remain uninvolved, and teacher-parent cooperation strengthens a child's overall educational experience (Parent Involvement, 2003).

The volunteer program will support students' academic and social emotional successes. Volunteers can serve as Reading Buddies. Students who are behind in reading levels by third grade are more likely to drop out of school before graduating. Volunteers can help them gain literacy skills, build confidence, and develop a lifelong love of learning. Volunteers can also serve as mentors for the student by developing a trusting and consistent relationship during the afterschool program. Volunteers are needed to work with elementary students in a lively, fun and enriching afterschool environment. High school students also volunteer as classroom assistants in activities such as sports and tutorials. Many of the campuses have business partners that serve as volunteers. They come during career days to teach and encourage students to reach their potential. The site coordinator will continue to recruit parents, business leaders, and students as volunteers.

In compliance with TEC Chapter 22, Subchapter C, a district must ensure that the following individuals undergo a name-based criminal history record information review. The volunteers must go to AISD's Website at aldineisd.org and complete the volunteer questionnaire and submit. Volunteers and one time event guests may access schools by signing in and presenting their driver's license to be scanned through Raptor. While on campus, he/she must wear the school's name tag.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts and how the proposed program will coordinate federal, state, and local programs to make the most effective use of public resources to supplement existing programs and services on the campus(es). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The AISD Board and administration recognize the important contributions to student health, learning, and student and family engagement the afterschool program allows. Sustaining Cycle 10 ACE funding is important. The district is considering using other funding sources such as federal and local funds. In addition, the district will continue to seek grants from sources that may require matching funds. The district will utilize specific departments to continue to provide the necessary resources to parents.

Currently, an elementary site has received limited funding for an afterschool program that would be matched through funds from the county agency. Services would be similar to the Cycle 10 ACE program with the exception that fewer students will be served. This elementary site offers low parent co-pay to offset program costs.

To ensure a quality plan is in place for sustaining Cycle 10 ACE programs, the Project Director will follow the model of sustainability by following these three action steps 1) build collaborations to strategically secure resources; 2) advocate for support; and 3) search for funding.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101902

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	De Santiago EC/PK/K School 1420 Aldine Meadows Houston, TX 77032-2916		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101902155				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	40	Parent/legal guardian target (in proportion with student target):		40	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Carroll Elementary 423 W. Gulf Bank Houston, Texas 77037-2901		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101902103				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Jones EC/PK/K 8003 Forest Point Dr. Humble, Texas 77338-1894		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101902134				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	75	Parent/legal guardian target (in proportion with student target):		75	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Gray Elementary 700 West Rd. Houston, Texas 77038-2506		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101902125				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):		90		Parent/legal guardian target (in proportion with student target):	
			90			
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Black Elementary 160 Mill Stream Lane Houston, Texas 77060-4114		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101902126				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):		60		Parent/legal guardian target (in proportion with student target):	
			60			
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
Campus name:						
9-digit campus ID number						
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Project Director will play a key role in monitoring the activities of the Cycle 10 ACE program. In addition, the Site Coordinator will manage the daily activities at the campus level. The family engagement specialist will work with the Project Director, Site Coordinator, and campus leadership to meet the needs of the families. AISD will continue to use a team approach to support Cycle 10 ACE program. The key components for managing all the required sections of the program and ensuring high quality intentional programming will include: communication, continuous and ongoing support; and training for all Cycle 10 staff.

Communication: Continuous and ongoing communication will ensure Cycle 10 ACE programming is of high quality, consistent across all five site locations, and adheres to programmatic and statutory requirements. Communications will occur through telephone, email, and in person during monthly staff meetings, monthly campus ACE meetings that include the principal, quarterly evaluator meetings, and through observational walk throughs.

The Project Director will primarily communicate with district administration, principals, coordinators and partners. The Family Engagement Specialist will communicate with coordinators, family members, and external family service/support partnerships and services. The Project Director and the site Family Engagement Specialist will perform observational walkthroughs and discuss findings with Site Coordinators during their individual monthly meetings.

Support: To ensure that all five sites are operational by September 4, 2018, the Project Director will, during the first two months of the grant, conduct multiple Site Coordinator meetings focused on clarification of operational procedures and resolution of common problems. Initially, meetings will discuss best practices for enrolling students, securing parental consent, ensuring high-quality content and staffing of afterschool activities, adhering to programmatic requirements and dismissal procedures. Once program are operational, the meeting focus will shift to assuring programming content is engaging, academically/behaviorally responsive, intentional, and aligned to the school-day. Another strategy for high-quality/intentional programming will include using course descriptions. Prior to each semester and each summer session, the Project Director will guide Site Coordinators in class description writing and how to base them on students needs. Finally the Project Director and the Family Engagement Specialist will be accessible to Site Coordinators and principal for "just in time" support and guidance.

Training: Site coordinators and ACE grantee-level staff will participate in ongoing trainings throughout the life of the grant. Training will be based on the Site Coordinators' knowledge gaps and skill needs for creating high-quality programs. For example, training will include: district staffing policies and procedures, accounting and purchasing procedures, special education requirements, emergency procedures, conscious discipline for classroom management strategies, defining a scope and sequence, unit and lesson planning, intentional programming, recognizing bullying and gang involvement, student emotional/behavior needs, conflict resolution, cultural competencies, and understanding working styles and generation differences. The training will be provided by district personnel, TEA Webinars, and by staff who attend state and national conferences related to afterschool education.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101902

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The external evaluator (EE) will evaluate the program using the following evaluation methods to evaluate the program and share the results with the Project Director, Site Coordinator, and Family Engagement Specialist, and campus leadership team.

The EE will work with the Program Director (PD) to collect all data (reading/writing, math assessment, discipline, attendance, parent pre/post survey, classroom observations, and teacher surveys).

Data collecting activities for each quarter will include: **1st Quarter:** administer student surveys as a pre-survey that is age appropriate. Collect information on program activities and number of participants. **2nd Quarter:** Administer Principal and Site Coordinator surveys and compare the results with site observation reports. **3rd Quarter -** Administer a teacher survey and a parent survey per site. **4th Quarter:** Re-administer student surveys as post-surveys. Compare the results obtained through the first administration with results from the second administration. Collect student academic data, achievement results and attendance data for the non-ACE participants within each school and compared to ACE participants' data. A final End of Year Report will integrate the quarterly reports and suggest final recommendations for each site.

The EE will provide quarterly reports with strengths and weaknesses identified and suggestions for improvement. The PD will share the report findings with the ACE grantee-level staff, district administrators, principals and Site Coordinators. As information is presented to these stakeholders, the PD will guide the Site Coordinators in refining, improving and strengthening their programs.

The EE will use a quasi-experimental design (QD) to identify a matched sample of non- ACE students to compare with a sample of ACE students. The EE will determine the sample group based on matching students on the following variable: gender, ethnicity, race, grade level, and at-risk, ELL, SPED, and economically disadvantaged status. Using the QD design, program impact on student achievement, school attendance, behavior, and grade promotions will be assessed during the fourth quarter. The EE will analyze all data using frequencies, percentages, averages, and two-tailed independent t-tests. Each semester the ACE PD and staff will share the findings with the public through a notice posted on the their website.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 101902		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101902

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101902

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 101902

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 5

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☒ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 46

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☒ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☒ How children's needs will be identified☒ What services will be offered☒ How, where, and by whom the services will be provided☒ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☒ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☒ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☒ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☒ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 101902

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**
☒ Public school

 ☐ Private nonprofit school

 ☐ Neutral site
☐ Other (specify):**Designated Times**
☐ Regular school day

 ☐ Before school day

 ☒ After school day

☒ Summer vacation

 ☐ Other (specify):
Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☒ There are no differences between the program benefits provided to the public school students and the private school students.

☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 101902

Amendment number (for amendments only):

Part 1: Private Nonprofit School (PNP) Contacts. This part is required regardless of whether any PNP schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of PNP school association contacts posted on the Applying for a Grant page.

Enter total number of PNP *schools* within applicant's boundary (enter "0" if none): 5Enter total number of *eligible* PNP *students* within applicant's boundary (enter "0" if none): 49Check box only if there is no data available to determine the number of eligible students: ☐

Total PNP schools participating: 0

Total PNP students participating: 0

Total PNP teachers participating: 0

No PNP schools participating: ☒No PNP students participating: ☒No PNP teachers participating: ☒**Part 2: Services and Benefits Delivery****Designated Places/Sites**☒ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ During school☐ Before school☒ After school☒ Summer break☐ Other (specify):**Part 3: Selection Criteria/Activity Timeline**

#	PNP School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date

Part 4: Differences in Program Benefits Provided to Public and Private Nonprofit Schools

Select the one appropriate box below.

☒ There are no differences between the program benefits provided to the public school students and the private nonprofit school students.

☐ There are differences in program benefits to be provided to the public school students and the private nonprofit school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	

Part 5: Every Student Succeeds Act (ESSA) Assurances

☒ The LEA assures that it discussed all consultation requirements as listed in Section. 1117(b)(1) and/or Section. 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.

☒ The LEA assures the appropriate Affirmations of Consultation will be provided to the TEA Private Nonprofit Schools Ombudsman in the manner and timeline requested.

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